



2-Year Local WIA Plan

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## Southwest Wisconsin Workforce Development Board

### 2-Year Local Plan

### Table of Contents

<b>Section I.</b> Workforce Development Area Needs, Labor Market Analysis, and Assessment of Workforce Investment Activities and Assets	Page 1
<b>Section II.</b> Workforce Development Area Vision and Goals	Page 6
<b>Section III.</b> Workforce Development Board	Page 7
<b>Section IV.</b> One Stop Delivery System Including One-Stop-Operators and Memorandums of Understanding	Page 12
<b>Section V.</b> Demand-Driven Workforce Investment System	Page 13
<b>Section VI.</b> WIA Title I Program Services	Page 15
<b>Section VII.</b> Service Providers and Oversight	Page 28
<b>Section VIII.</b> Performance and Accountability	Page 31
<b>Section IX.</b> Assurances and Signatures	Page 32
Southwest Wisconsin Workforce Development Board Membership List	Attach. A
Southwest Wisconsin Workforce Development Board Committee Structure and Definitions Diagram	Attach. B
Southwest Wisconsin Workforce Development Board Youth Council Membership List	Attach. C
Southwest Wisconsin Workforce Development Board Organizational Chart	Attach. D
Southwest Wisconsin Workforce Development Board Training and Support Services Policy	Attach. E
Southwest Wisconsin Workforce Development Board Program Operators Organizational Chart	Attach. F

## **I. Workforce Development Area Needs, Labor Market Analysis, and Assessment of Workforce Investment Activities and Assets**

*The WDB analysis in this section sets the stage for mapping out strategies to achieve your vision over the next two years. Start by assessing where you are today. Keep in mind the statewide labor market trends that were identified in Attachment A: a continued shortage of young people available to enter the workforce; accelerated retirements; increased employment in most industries; a transition from a manufacturing to technology-based economy; a decline in clerical and administrative opportunities; and high demand in health care and computer technology fields. Remember, all partners, new and old, need to be a part of the development of this section as well as the entire plan.*

### **A. WDA Workforce Investment Needs**

#### **1. Describe the local workforce investment needs as they relate to:**

##### **a. Employers/Businesses**

- Currently 18 percent of the regional population is over the age of 65. This is higher than the national (15%) and State (17%) percentages. This portion of the population will continue to grow at a staggering rate over the next 2 decades (State of Wisconsin's WORKnet data system).
- Workforce participation in Southwest is approximately 68%, noticeably below the State average of 73.5%. This coupled with the aging workforce dramatically affects the number of workers available and participating in the workforce, creating a shortage of a trained, experienced workforce for employers (State of Wisconsin's WORKnet data system)..
- The aging workforce in the area will create a skilled labor shortage in the health care, construction and manufacturing industries.
- Statistics show skilled worker shortages in wide array of occupations such as electricians, carpenters, welders, machinists, machine operators, registered nurses, etc.
- Business and economic development has been characterized by five (5) major community-based economic development strategies including attracting new basic or export employers, capturing existing markets, encouraging start-up of new firms, helping existing firms become more efficient and drawing dollars from broader governments.
- There is a growing need for local economy to develop a regional, collaborative perspective; move from economic development strategies to socio-economic development strategies addressing how human capital interacts with production capacity; and implement new measures of competitiveness.
- Factors influencing the area economy are changing. These include: globalization of markets, commodity production losing economic ground, manufacturing no longer replacing agricultural productivity and increasingly quick development environment
- The content and skills requirements of jobs are constantly changing, requiring employers to establish mechanisms by which employees continually upgrade their education and skills. With 20% of the jobs in the region being professional and technical occupations while only 16% of the population has a 4-year degree or better, the workforce will need to become accustomed to education and work in order to keep up with workplace technology to allow employers to compete in the marketplace (WORKnet data system)..
- Regardless of business type or size, employers are becoming increasingly aware that Investments in human capability through training and education produce benefits to organizational quality and productivity.
- Businesses are recognizing the need to make changes in their leadership and operational styles in order to remain competitive.

**b. Job Seekers**

- An increasing number of new jobs, as well as many current jobs, require higher levels of education and skills.
- Women, youth, minorities, older workers (over 55) and historically "hard to serve" population groups will represent an increasing share of new entrants into the labor force.
- Women, youth, minorities and historically "hard to serve" population groups are over-represented among traditionally lower skilled, lower paying occupations and conversely under-represented in higher skilled, higher paying occupations.
- Women, youth, minorities, older workers (over 55) and historically "hard to serve" population groups will represent an increasing share of new entrants into the labor force and will require higher degree of education and skill preparation to become productive.
- There is a growing need to match employer skill requirements with the competencies of employees, and it is imperative that education programs improve the skills of potential employees consistent with employer requirements.
- Greater effort is needed to develop job seeker ability and competence to interact as team members on work related factors such as time management, quality processes/systems, critical thinking skills and flexibility, and knowledge application.
- The traditional concept of long-term jobs or careers with a single employer is being replaced by new relationships between workers and employers, such as temporary or contract workers, multiple jobs and careers with multiple employers.
- Many of those who are currently unemployed or underemployed face multiple barriers (e.g., child care, transportation, housing, etc.), which prevent them from taking advantage of existing employment or advancement opportunities.
- For many special or targeted population groups, traditional education and workforce training efforts are no longer effective. A "holistic" approach relies on the coordination of workforce development with other human service efforts.
- Welfare reform has accelerated the need for effective workforce solutions, particularly in the area of childcare, and has great potential to place an increased burden on workforce development resources.
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**c. Incumbent Workers** (Incumbent workers include permanent workers who have been employed in the same firm for a number of years; low skill/low wage workers in entry level jobs; and contingent workers who are employed part-time, on a temporary basis or are self-employed.)

- An increasing number of current jobs require higher levels of education and skills. Upgrading incumbent worker skills will be critical for business and industry to compete in a global economy.
- The content and skills requirements of jobs are constantly changing, requiring workers to continually upgrade their education and skills.
- More funding needs to be available for incumbent worker training to support the skill upgrade initiatives of business and industry.

**d. Youth**

- More and better information needs to be shared with parents and students to make them aware of skilled worker shortages and what jobs would make for rewarding and fulfilling careers.
- Guidance counselors and teachers should become more aware of what kinds of workers are needed in their communities, encourage students to prepare for those jobs.
- Business needs to play a more visible and crucial role by working with high schools through apprenticeship, internship and work experience programs that will give students

the opportunity to experience "real jobs".

- The needs of today's youth include those identified above, for job seekers and incumbent workers.
- A more productive connection to the workplace is needed, in which youth are prepared with the skills and skill levels necessary to continue along their chosen educational and/or career path, which ultimately leads to employment.
- Increasing deficiencies in basic work ethic among youth requires a collaborative and comprehensive approach by business, workforce professionals, education, labor and communities.

## B. Labor Market Information.

### 1. Identify the current and projected occupational/employment opportunities in your WDA.

According to state labor market information, the economy in Southwest Wisconsin has grown at a rate slower than the state average and this trend is expected to continue. Unemployment for the Workforce Development Area stands at 6.1%, which is significantly higher than Wisconsin's statewide rate of 4.6%. Rock County currently has the second highest unemployment rate in the State at 7.9%

The largest areas of growth will continue to be the Education and Health Service occupations, Manufacturing, Trade (retail and wholesale) and Information/Professional Services. Total Education and Health related jobs are expected to grow by 24.4% from 2002 through 2012, according to Wisconsin's Department of Workforce Development. This is an increase of more than 5,660 new Education and Health Service related jobs throughout the WDA.

At issue in the Southwest WDA is the historically low pay associated with Trade related jobs and the resulting difficulty of those workers in attaining or maintaining self-sufficiency. Additionally, workers in the Manufacturing sector will have to continue to increase their skill and knowledge competencies to maintain employment in this sector as workplace technology drives skill levels increasingly higher. Support systems and assistance activities helping employees "moving up the ladder" will be critical programming issues that must be addressed by the Board, as well as business and industry. In addition, the Board will need to help increase the number and availability of skilled workers in order to assist in business recruitment and economic development efforts designed to attract jobs of high wage/high skill.

SWWDB has continued to work with employers, the technical college, economic development agencies and the State to present the need for incumbent worker training funds to assist local employers. Given the status of the current workforce and the competitive, global marketplace business and industry finds themselves competing in, our local employers need this assistance to remain competitive. SWWDB utilized the incumbent worker funding available through the State in 2002 to upgrade skills of 825 employees and retain 225 employees that were identified to be laid-off without skill upgrades. This was an example to workforce development in the purest sense. A collaboration between employers, economic development, local technical colleges and the Department of Workforce Development facilitated by the local Workforce Development Board.

### 2. Describe the job skills necessary to obtain the current and projected employment opportunities.

The largest portion of openings in the area will require short-term to moderate on-the-job (OJT) training. Many of these openings will be in the Trade sector where competition for a

job leading to self-sufficiency is keen. Trade related jobs will require stronger and/or enhanced work ethic and customer service skills, which indicates the continued need for job preparedness and employability skills. For employment opportunities requiring formal training and/or state certification, specialized and specific skills will continue to be developed through association with area technical colleges and related providers of training.

3. Identification of high demand/high wage jobs and industry clusters, as well as the related skill needs and an assessment of current activities to address those needs in your local area.

SWWDB has partnered with local economic development agencies as well as the State to identify manufacturing, healthcare and food processing (including agribusiness) for the area. High demand/high wage jobs have not specifically been identified at this time. The Workforce Services Committee will be investigating these issues in the future.

**C. Assessment of Current Workforce Investment Activities and in the WDA.**

1. Provide a description and assessment of the type and availability of all workers/displaced homemakers in the WDA.

Throughout the WDA, eight (8) Job Center locations currently provide services to adults and dislocated workers, either on-site or through a collaborative referral-based structure. Service delivery is integrated to the degree possible. Although more fully described in Section V of this document, a brief description of the services available follows:

As adults and/or dislocated workers/displaced homemakers enter the Job Center, they are asked to complete a screening form that helps to identify services and programs for which they may be eligible and/or otherwise appropriate. Each of the Job Centers provides a self-service resource area, staffed by individuals from multiple partner agencies, for job seekers, regardless of eligibility or program affiliation. Within the resource areas, job seekers access resources ranging from career exploration to job listings. Resources are available in print, audio, video and computerized format. Clients from each program and from the general public use the self-service resources as a primary tool in job search and career exploration activities. In all of the Southwest Job Centers, there is access to technology and software, internet linked computers and in all except for the Rock County Job Center there is an electronic version of the TABE (Test of Adult Basic Education) test available.

Also in the area of core service provision, the Job Centers offer workshops and seminars, which are attended by program clients and/or by job seekers who may not be affiliated with any of the Job Center's programs. A job seeker that needs assistance, guidance or direction can work directly with a Job Center staff person in the Resource Area, on a limited service basis. Case managed services are provided in the Job Centers for individuals who are participating in specific program activities, such as W-2, VETS, DVR, etc. As a means to ensure that customer flow is streamlined and that duplication does not occur in service provision, interagency staff meets on a regular basis to discuss customer flow, specific active cases and ongoing evaluation of service delivery within the Job Center.

In cases of job dislocation, individuals may also have access to services onsite at their place of work, as established teams of staff from the Job Center work together to make access to enrollment, case management, assessment and job preparedness activities simple and streamlined.

Critical assessment of current and existing services and structures for adults and dislocated workers/displaced homemakers results in a positive evaluation of existing services and

structures. Partnerships and integrated service provision are in place and working well, service availability is broad and spans the full range available in the area, and services agencies are accustomed to working together to continually improve the system.

2. Provide a description and assessment of the type and availability of all workforce investment activities available to youth in the WDA.

Youth, at any age, have access to various workforce investment activities provided by SWWDB. For younger youth services begin with CESA #2 and CESA #3 who provide services through a WIA contract operated in a majority of area school districts. This is an excellent partnership and allows youth to learn basic work readiness skills and gain a work experience. From there the School-to-Work programs such as apprenticeship and co-op programs provide additional work world exposure. Youth then have access to the full array of services again through the local Job Centers. There is a flow of programs and services that are coordinated from the high schools to the Job Center in Southwest WDA.

3. Provide a description and assessment of the type and availability of services available to employers in the WDA.

Employer services available in the WDA are also provided through the Job Center partnership. Self-service is available to employers who wish to place a job order directly onto JobNet through the Internet or wish to use the Job Center to hold interviews or take applications. Marketing materials and account representatives promote the availability of these self-service services to area employers.

Additional core services are available to employers in the form of staff entry/editing of job orders received by fax, working with employers on developing the most effective job order possible, assisting in the delivery of and/or promotion for employer clinics, providing assistance, guidance and counseling to employers relating to a wide variety of topics such as availability of labor market information, wage and hour information, and related available resources.

Within the overall Job Center system, at each site, the account representative system that is in place functions as a mechanism by which employers can receive intensive services if necessary. These services may consist of planning assistance to address hiring and/or turnover issues; specialized recruitment plans; customized training packages; etc. In addition to the services provided directly to employers, account representatives perform a variety of targeted duties that streamline Job Center services to employers, such as targeted marketing efforts, preparation and processing of tax credit and other employer incentive programs and interviewing assistance and/or guidance. Job Center staff remains flexible in the provision of intensive services, while paying particular attention to the needs of employers as they arise. As our efforts identifying and determining employer needs mature, we anticipate that the service mix will shift and become more defined.

Critical assessment of current intensive services for area employers results in a positive evaluation of existing services and structures. Partnerships and integrated service provision are in place and working well, service availability is broad and spans the full range available in the area and services agencies are accustomed to working together to continually improve the system.

## **II. Workforce Development Area Vision and Goals.**

*The WDA's vision and goals are to be broad, system-wide strategic goals that apply to the needs of the workforce investment system as a whole. Development of the WDA's vision and goals, as well as the strategies the WDB will use to achieve the vision and goals will be included in the comprehensive WDA Plan due in fall 2005.*

**A. Vision.**

The Southwest Wisconsin Workforce Development Board promotes partnerships that continually support community growth, worker success, and business prosperity that are:

- *Unbound by traditional concepts of publicly funded employment and training programs;*
- *Distinct in building whole community commitment to a healthy, stable and growing economy supporting the business community in growth and development;*
- *Committed to empowering individuals to capitalize on employment potential and opportunity to improve workforce readiness and is...*
- *Respected as a first choice source for businesses seeking workers and workforce development services by providing an effective, cost efficient, non-duplicative service delivery system.*

A system that is recognized for:

- *Responding to its Customers needs;*
- *Helping to assist in creating positive, long-lasting economic growth;*
- *Inspiring thoughtful, effective legislation through positive examples, and*
- *Providing leadership in collaboration of business, labor, education and government.*

**B. Goals.**

- Goal #1: Engaging the Business Community in Growth and Development (beyond the current board).
  - 1.1. Coordinate planning with partners to create training programs and services that meet the needs of the residents of the 6 county area through non-traditional, allocated funding.
  - 1.2. Support the business community in growth and development of a skilled workforce.
  - 1.3. Empower and give individuals an opportunity to capitalize on their workforce skills to improve their workforce readiness.
  - 1.4. Improve on the service delivery system to obtain a “first choice source” for businesses seeking workers.
- Goal #2: Improving Workforce Readiness
  - 2.1. Emphasize and promote the importance of workforce readiness by providing education on the opportunities and skills needed in a global market for employers and job seekers for both youth and adults.
  - 2.2. Identify issues that relate to a global economy i.e. diversity, cultural differences.
  - 2.3. Cultivate and encourage life long learning (continuous skills development) for all workers.
  - 2.4. Establish a service system to both employers and workers to improve employment retention.
  - 2.5. Continually seek out materials/instruction to help improve Job Center resources materials available to customers to increase workforce readiness.
- Goal #3: Improving the Service Delivery
  - 3.1. Establish better relationships with the business community in order to gather more information from employers on their needs from the Job Center.
  - 3.2. Increase marketing efforts to employers and job seekers at all levels.
  - 3.3. Expand recruitment opportunities to the professional levels.
  - 3.4. Build core-competencies/skills for job seekers for better job seeking efforts.
  - 3.5. Establish “Benchmarks” of performance.
  - 3.6. Involve “end-users” in setting goals and measuring and validating performance.
  - 3.7. Develop a business plan for each Job Center incorporating the needs of the job seeker and employer.

- 3.8. Survey the customer base in order to improve service and quality to ensure customer satisfaction.
- 3.9. Establish a monitoring system and a database to assess the job center's effectiveness through its services, cost effectiveness, and non-duplication of services.
- Goal #4: Develop Partnerships
  - 4.1. Increase awareness of stakeholders, which includes businesses and individuals.
  - 4.2. Increase communications between internal partners.
  - 4.3. Relate better to the business community to provide linkages to job seekers.
  - 4.4. Establish clear expectations for staff and the Job Center partners.
- Goal #5: Increase Customer Awareness
  - 5.1. Develop and implement a clear Marketing Plan.
  - 5.2. Promote Job Center services to the business community, especially the human resource entities, in a more vigorous manner.
  - 5.3. Empower the SWWDB staff and its partners to market its services to all stakeholders.
- Goal #6: Promote Staff Development
  - 6.1. Compile a needs assessment for all staff.
  - 6.2. Develop a training strategy based on available resources.
  - 6.3. Incorporate an individual training plan for each staff based on need for skill development and the Board's expectation.
- Goal #7: Respond to Labor Market Needs
  - 7.1. Determine core data and information based on customer/job seeker and employer needs.
  - 7.2. Establish a process/system to analyze and respond to customer/job seeker and employer needs.
  - 7.3. Distribute information to customers and stakeholders.
- Goal #8: Leadership Development
  - 8.1. Facilitate the integration of workforce, education and economic development activities to maximize coordination of all partners.
  - 8.2. Promote the Workforce Development Board's role as a convening agent for workforce development issues.

### **III. Workforce Development Board.**

*The WDB is the pivotal entity in each WDA to lead the development, coordination and monitoring of a strategic plan that ensures a demand-driven service delivery system with a broader range of partners. WIA partners and stakeholders will have varying roles in these activities and relationships with the WDB. Collaboration with all partners and stakeholders is essential to coordination and enhancement of the entire workforce investment system.*

#### **A. Plan Input and Review Process**

*WIA requires a number of coordination and consultation steps as part of the WDB's development of a Local Plan that includes the design and enhancement of the workforce development area's One-Stop delivery system.*

1. Describe how the WDB consulted with and provided an opportunity for public comment throughout the WDA on and provide input into the development of the Local Plan, with at least 30 days for comment, with the following key players:
  - a. Local Elected Officials and the Chief Local Elected Official in his/her partnership/approval role
  - b. Representatives of Business
  - c. Representatives of Labor
  - d. One-Stop Mandatory Partners

- e. Economic Development Entities
- f. Other Partners and Stakeholders

The SWWDB's Program Operations and Workforce Services Committees provided leadership in initial review of the Plan. The Committee's membership consists of WDB partner/members, private sector members, and other interested members. At key stages of development, review and input from all board members was solicited, with full board approval required to finalize any portion of the plan. The 30-day planning review will be open to the public and an announcement as such in order to provide a platform for broad-based input in the finalization of the plan. In addition, the plan will be made available to the public, during the 30-day review and comment period, via the internet at [www.jobcenter.org](http://www.jobcenter.org) and [www.swwdb.org](http://www.swwdb.org).

2. Submit any comments that express disagreement with the Local Plan, and the WDB's response to those comments.

All comments expressed during the thirty (30) day review period will be conveyed to DWD in a modification once the review and comment period has elapsed.

## B. WDB Functions

*WIA identifies a number of functions that are geared toward the overall success of the workforce investment system. These functions are to be carried out by the WDB. These functions include:*

- *Development and submission of the Local Plan.*
- *Assuring coordination of workforce investment activities with economic development strategies and development of other employer linkages.*
- *Promoting the participation of private sector employers in the local and statewide workforce investment system and ensuring effective provision, through the system, of connecting, brokering, and coaching activities, which assist employers in meeting hiring needs.*
- *Selection of One-Stop operators and service providers.*
- *Development of a budget to carry out these functions and direct the disbursement of WIA Title I-B funds.*
- *Monitoring the One-Stop delivery system and WIA Title I-B programs.*
- *Negotiating local performance measures with the Chief Local Elected Official and the Governor.*
- *Assisting in developing the statewide employment statistics system.*
- *Monitoring access to ensure everyone has access to the One-Stop system and core employment-related services (universal access).*

1. Describe any roles and responsibilities as agreed to with the Chief Local Elected Official that may differ or be in addition to those listed above.

The Board and Local Elected Officials have determined that the Board will be designated as the One-Stop Operator for the WDA. As such, the Board will employ staff to perform the One-Stop Operator functions described in Section IV. of this document, which do not include the direct provision of WIA services. The designation was made public for review in the CLEO's county clerk's office for 30 days, with no comments received. Additional information relating to the Board's role as One-Stop Operator can be found in Section IV. of this document.

2. Identify the fiscal agent or entity responsible for the disbursement of grant funds.

The Board has been named as the Fiscal agent for WIA and has been given the responsibility for the disbursement of grant funds by the Southwest Wisconsin LEO Consortium.

3. Identify any WIA statutory or regulatory requirements the WDB would like the State to include as part of a waiver plan to the Department of Labor.

The Board has not identified any WIA statutory or regulatory requirements it would like the State to include as part of a waiver plan to the Department of Labor.

**C. WDB Composition**

*WDBs were recertified by the Governor in 2004 in accordance with WIA law. These recertifications are effective through 12/31/2005. If no changes have been made to your WDB's composition since your WDB was recertified in 2004, please include the descriptions and charts used for the recertification process in reference to #1, 2, and 4 below. If changes have been made, include updated charts and descriptions. For those WDBs that do not have a DWD-certified Board, this process must be completed as part of this plan. WIA plans will not be approved unless this is complete.*

1. Describe the nomination and selection process used to appoint local business representatives to the WDB.

When vacancies occur, nominations are sought to maintain the proper ratio of female to male, the correct percentage of business representation, the correct percentage of minority representation as well as proper representation from the various communities and counties within the WDA. The LEOs review and vote on nominees at each meeting as necessary. Letters are then written for acceptance as a board member.

2. Provide a complete updated WDB membership list by completing the WDB Membership Form.

Please review the Attached A for an updated account of the SWWDB Membership.

3. Attach a diagram, description of roles and responsibilities, and regular meeting schedule of the WDB subcommittee structure.

The SWWDB has established a committee structure to guide its operations. All committees meet at a minimum quarterly. There are four standing committees, Workforce Services, Program Operations, Finance, and the Executive. The Youth Council is an advisory body making recommendation on youth initiatives and programs to the Program Operations Committee. Attachment B contains a diagram of the committee structure as well as their roles and responsibilities.

4. Describe the process the WDB will use to notify the chief local elected official of any vacancies and to fill those vacancies with appropriate representatives.

Upon the occurrence of a vacant seat on the Board, the Chief LEO will be immediately notified by the Board Chair or Executive Director. At the next quarterly scheduled LEO meeting, the issue of WDB vacancy will be placed on the agenda with particulars of the vacancy and referrals from the LEOs for the vacancy. The public sector representatives will be properly identified as to eligibility for membership.

**D. Youth Council**

*The Youth Council is a mandatory subgroup of the WDB appointed by the WDB in cooperation with the chief local elected official. Some members of the WDB will serve on the Youth Council in addition to other individuals who have expertise or special interest in youth policy and services. Members of the Youth Council who are not appointed members of the WDB are to be voting members of the Youth Council.*

1. Describe the role and responsibilities of the Youth Council. (From purely advisory to the

WDB to overall delegation but with ultimate authority still retained at the WDB level).

The Board intends that the Youth Council will be the advisory body to the WDBs Program Operations Committee regarding youth program issues. Youth Council responsibilities will include providing guidance on youth related policy development, program design, programmatic funding initiatives and expressing support for area youth initiative.

2. Identify circumstances which constitute a conflict of interest for Youth Council members and describe how codes of conduct and conflict of interest issues related to Youth Council members will be addressed.

Circumstances which may constitute a conflict of interest for WDB members:

- Member(s) casting a vote on the provision of services by that member (or the entity represented by that member) which would provide direct financial benefit to that member or the entity represented by that member;
- Member negotiates or bids or enters into a contract in which she/he has a private pecuniary interest, direct or indirect;
- Member uses position/membership as private gain for themselves, family, business or other ties;
- Appearance of conflict of interest.

Members of the Board's Youth Council Subcommittee are subject to the Conflict of Interest policies governing all SW-WDB members.

3. Complete the Youth Council Membership Chart. This chart requests a list of members of the Youth Council, their titles and the organizations they represent, as well as a description of the solicitation and selection processes used to garner nominees from required membership categories.

SWWDB Youth Council membership is illustrated on Attachment C of this document.

4. Describe the Youth Council's recent activities, frequency of meetings, and level of involvement in WDB activities. Include a schedule of meetings. If the Youth Council has not been active, include your plans for reactivating.

Recent activities for the SWWDB Youth Council have included the discussion and recommendation to modify the local sixth eligibility criteria youth as well as providing letters to support and demonstrate collaboration with other local youth services organizations. The Youth council has met bi-annually or by conference call when issues are time sensitive.

#### E. WDB Support and Administration

*Section 117(d)(3)(B)(ii) authorizes the WDB to employ staff. The WDB may be supported by WIA Title I and other programs operated by the WDB and locally reached agreements with other partners, subject to program cost limits and policy direction.*

1. Provide a complete description of the WDB's support and administrative procedures. Include in your description the number and type of staff that are both directly funded by the WDB and those that provide in-kind support from local partner and related organizations.

The Board will employ staff to perform administrative support and system-wide oversight. While staffing decisions are not yet finalized, it is anticipated that the staffing structure will be as follows:

- 1) Executive Director: 1 FTE; lead and develop overall organization; support Board; enhance governmental, community, political and economic relations; program management control; systems integration, planning, and hire and fire staff.
  - 2) Director of Operations: 1 FTE; responsible for oversight and implementation of all programs and grants; develop and oversight of competitive procurement system; implementation of performance tracking systems with program operators and build community relations; coordinate Job Center partners; oversight of Job Center implementation of Strategic and Operation Plans;
  - 3) Director of Finance: 1 FTE; maintain financial records; develop and enforce financial policies and procedures; prepare financial reports and budgets; act as Equal Opportunity Officer for WDB; and manage property and inventory.
  - 4) Director of Technology: 1 FTE; design marketing and promotional materials; develop internal and system-wide technology applications; maintain optimum operation of Network; coordinate integrated information technology system and maintain Job Center and SWWDB websites for staff and customer use.
  - 5) Operations Specialist: 1 FTE; Responsible for providing guidance to program operators on daily issues; coordination of Rapid Response initiatives; and assisting Director of Operations in directing and coordinating Job Center services and activities.
  - 6) Executive Assistant; 1 FTE; responsible for administrative support to Board, Executive Director and administrative staff; Provide support for SWWDB marketing efforts and general clerical support.
2. Include an organizational chart of WDB staff, administration and support.

Please see Attachment D.

3. Describe the distribution of administrative funds subject to the 10% limit, as allocated to:
  - a. WDB support
  - b. One-Stop Operator
  - c. Core/Intensive Services
  - d. Training
  - e. Other

The Board will distribute administration funds subject to the 10% limit to WDB Staff Support 100%.

#### **IV. One-Stop Delivery System Including One Stop Operators and Memorandums of Understanding**

*WIA assigns local responsibility to the WDB, in collaboration with the Chief Local Elected Official (CLEO), to ensure the creation and maintenance of a One-Stop system in the WDA.*

*As required in Section 118 of WIA law, local plans must include a description of the One-Stop delivery system in the local area and a copy of each Memorandum of Understanding. DWD will establish guidelines for including these into the WDA Plan due in fall 2005.*

DWD will establish guidelines for including these into the WDA Plan due in fall 2005.

Currently, the SWWDB operates as the One-Stop Operator (OSO). The WDA's Chief Local Elected Official as the One-Stop Operator through a non-competitive process has designated the Board. The Board established a WIA Plan Sub-committee in November, 1999, which was charged with developing the WIA Plan in draft format. Committee recommendations were reviewed and approved by the Chief Local Elected Official and Local Elected Officials in December 1999. The plan was then reviewed and approved by the full Board in December, 1999

Employed by the Board, the One-Stop Operator will provide oversight of local Job Center operations including design and implementation of quality services that result in achievement of system-wide goals, objectives and performance standards and promote achievement of agency-specific performance standards. The One-Stop Operator will assure that staffing levels within the Job Center are proportional to customer flow patterns, working with partner agencies to ensure that funding restrictions, funding limitations and specific position responsibilities are considered when addressing staffing issues. An important role of the One-Stop Operator is to ensure that the services provided at the Job Center are integrated to increase efficiency/effectiveness/universality and that the Job Center operational structure is consistent with the direction, guidance and Strategic Plan of the Board. Specific duties will include:

- Facilitate local partnerships within each Job Center to keep collaboration and integration on course;
- Convene local Job Center Management Team meetings, set agendas, perform staff duties;
- Articulate the Board's goals and objectives for the workforce system, work with local partners to ensure understanding and buy-in;
- Facilitate the development of a local Job Center Work Plan for each Job Center;
- Ensure Job Center access to and use of performance and customer satisfaction data as a means to inform improvement activities and achieve Malcolm Baldrige criteria;
- Facilitate the development and maintenance of local Job Center policies and procedures, maintain Job Center Handbook(s);
- Oversee and increase the capacity for local marketing activities under the guidance of the Board;
- Ensure local capacity and process for public dissemination of high quality Job Center information, including newsletters, tours and other media contacts;
- Identify staffing, service and/or funding deficiencies and communicate same to the Board;
- Facilitate capacity building among Job Center partner agencies;
- Troubleshoot problem issues in Job Center operations through the Job Center Management Team and escalate unresolved issues to the Board

The role and responsibilities of the One-Stop Operator will be contained in the language of the Memorandum of Understanding between the Board and each Job Center partner agency.

## **V. Demand-Driven Workforce Investment System**

*The transition to a demand-driven workforce system is supported by both DOL and by the Governor through the Grow Wisconsin initiative, which focuses on strategies to create good paying jobs and a robust economy. A demand-driven workforce system is market driven, responsive to local economic development needs, contributes to the economic well-being of the community, and promotes workforce quality. The public workforce investment system must focus its efforts on enhancing relationships with quality employers (family-supporting wages, health benefits, 401ks, promotion from within policies, career ladders, employer-sponsored training, tuition reimbursement programs, etc.) in order to connect job seekers to better jobs.*

*Development of a demand-driven strategic plan requires using economic information and analysis to drive strategic investments, identify strategic partners, and design effective service delivery systems. Some of the important elements of a demand-driven workforce system include: economic analysis; workforce strategies that target high growth, high demand industries and occupations; strategic partnerships with the public workforce system, business*

*and industry, and education and training providers; a solutions-based approach to service delivery (instead of menu-based approach) that effectively leverages workforce investment resources; availability of a full array of assets through the One-Stop system to support individuals and business needs; and demand-driven career guidance.*

- A. Describe what system or process, if any, your WDB has in place to work with businesses and find out what their needs are.

SWWDB has instituted a committee structure, which includes the Workforce Services Committee. The Workforce Services Committee is charged with assessing area employer workforce needs, developing workforce strategies to address job skill needs, coordinating services with local economic and community development committees. These initiatives and recommendations are to be presented to the Board for acceptance and implementation. SWWDB has also partnered with area economic development entities in the development and distribution of employer needs surveys. Additionally SWWDB staff, Job Center Partner Agency staff and Board members participate in various Chamber organizations, community committees and professional organizations whose feedback and input is represented.

- B. Describe the partnerships with regional business associations that the WDB has developed, such as Chambers of Commerce, local economic development organizations, and others.

As described in Section V.A. the SWWDB Board Members, SWWDB staff and Job Center Partner Agency staff participate on local economic development, Chamber of Commerce committees as well as other professional organizations. Some examples include representation on the Forward Janesville Education Committee, Forward Janesville Small Business Committee, the Greater Beloit Chamber of Commerce, Dodgeville Chamber of Commerce, Rock County Economic Development Workgroup, Blackhawk Human Resource Association, Southwest Economic Development Workgroup, Southwest Regional Planning Corporation.

- C. Describe what industries your WDB has focused on. Include your methodology of choosing these industries, and any service strategies that you have undertaken related to training.

Manufacturing, Healthcare and Food Processing have been identified as economic clusters for the area. These clusters have been identified through coordination with the State economists as well as local economic development agencies and data. Currently the SWWDB is examining the occupations within these clusters, which lack the infrastructure to support and develop the appropriate needs of the workforce now and into the future. Once these gaps are identified it is the intent to collaborate with local employers and the technical college system to develop the appropriate curriculum to facilitate the development of an adequately trained workforce to support these identified clusters. Job Service has also identified the Health Care and Manufacturing sectors as priority sectors and will be exploring and implementing service/strategies specifically targeted toward those sector employers.

- D. Indicate how case managers, front-line staff, and other employees are kept informed of in-demand occupations.

Front-line staff has been trained on the use of the Stat LMI websites. There are a series of charts contained on these websites that identify occupations for the southwest area that are growing and in-demand. These websites also list occupations that are reducing in the areas. Case managers utilize this information when they are working with the general public as well as program participants. When educating individuals on their career and/or employment options these valuable tools are able to paint a picture of the current economic landscape and allow individuals to make educated decision on the path which they can chose.

- E. Describe how the WDB will use growing industry information in planning the future of your workforce delivery model.

As described in Section V.C. the SWWDB is examining the current status the workforce preparation for these cluster industries. The Workforce Services Committee will be used to provide input into the development of programmatic process to target training funds to support individuals interested in obtaining employment within industries within these clusters. This will be a significant shift from the historical practice of allowing individuals to choose their field of training.

- F. Describe any other new or innovative strategies that your WDB has undertaken or partnered in to better respond to evolving labor market needs and become demand-driven.

SWWDB has supported two areas Project Lead the Way initiatives in the area. The intent of this program is to work with high school student in a pre-engineering curriculum environment. The curriculum has proven success for the engagement of at risk students and strives to increase critical problem solving skills that are valued in a high-the competitive marketplace.

- G. Describe what system or process your WDB has in place or will undertake to prioritize efforts to work with quality employers.

As described in Section V. C. the SWWDB is examining the clusters present in the area and intends to work with employers within these clusters to build relationships to foster quality jobs with self-sufficient wages. For these initiatives to be successful they will require commitment from job seekers, employers, training provides and various workforce development organization.

## VI. WIA Title I Program Services

- A. Title I Adult and Dislocated Worker/Displaced Homemaker Service Strategy

1. Adult Funding Priorities

- a. WIA allows WDBs the flexibility to prioritize the use of Title I funds. Describe the process that the WDB will use to direct its One-Stop Operator(s) (OSO) to give priority to low-income individuals and recipients of public assistance if funds become too limited to serve all interested participants.

WIA Program Operators have been advised of and follow local procedures to collect, verify ad document income levels of potential program participants at the Core Services Level. Program participants for the WIA Adult program prior to providing Intensive Services shall have income at or below 200% of the Federal Poverty Level and have received at least one documented Core Service. Youth and Dislocated Workers must meet eligibility requirements at the Core Service level. Training Level Services will be available to those WIA Adults program participants' income shall fall at of below 70% of the LLSIL, and have received a least one Intensive Service, and are still unable to find a job. This approach has proven to be success for the WIA program performance as well WIA program participants.

- b. The U. S. Department of Labor issued instructions on September 16, 2003 relating to implementation of the Jobs for Veterans Act. This guidance, issued in Training and Employment Guidance Letter (TEGL) 5-03, requires priority of service to Veterans (and some spouses) for all DOL training programs. Describe the process that the WDB will use to direct its OSO(s) to give priority to veterans and veterans' spouses as required in TEGL 5-03 and DWD Policy Update 04-03 if funds become too limited to serve all interested participants.

WIA Program Operators all received copies of the DWD Policy for distribution to staff. This policy was also discussed at a meeting with all WIA Program Operators to ensure staff is reviewing potential participants veterans status. SWWDB will be working to develop policy to ensure veterans and eligible spouses receive the appropriate priority of services.

2. Mix of Services with Title I Funding

*WIA establishes that Title I funds can be used to provide core, intensive, and training services. The WDB has the authority and flexibility to decide the percentage of funds that goes to each level of service. Describe the WDB's plan for the allocation of funds between service categories for both adults and dislocated workers. Show the percentages for core, intensive, and training allocations for the Adult and Dislocated Worker programs.*

The WDB's plan is to provide:

- 66% of Title I Adult Program Funds for Core and Intensive Services, 18% for Training Services and 5% for Supportive Services;
- 62% of Title I Dislocated Worker Program Funds for Core and Intensive Services, 23% for Training Services and 5% for Supportive Services;

3. Displaced Homemakers

*WIA expands the definition of dislocated workers to automatically include displaced homemakers.*

- a. Describe coordination with any displaced homemaker programs administered by the Wisconsin Technical College System Board.

Existing services to Displaced Homemakers are primarily provided through the WDA's existing technical colleges. These services are similar to "basic readjustment" services, in which individuals are provided intensive career and life counseling services and participate in workshops that improve and enhance basic life and work skills. The Board will position its own services to this population in a manner that supports the college's role in the provision of these existing services and will work to enhance those services through the provision of funding for Displaced Homemakers who seek additional occupational training and/or on-the-job training. The Board has well-established working partnerships with both the Blackhawk and Southwest Wisconsin Technical Colleges and will build upon these partnerships and the existing Job Center system in its delivery of services to Displaced Homemakers.

- b. Describe how services to displaced homemakers will be integrated into the dislocated worker program.

Services to displaced homemakers are delivered consistent with services available to all eligible dislocated worker program participants.

4. Special Populations

- a. Describe how the WDB will serve each of these significant segments of the population – dislocated workers, including displaced homemakers, low-income individuals (including recipients of public assistance), individuals training for nontraditional employment, and individuals with multiple barriers (including older workers and individuals with disabilities).

The Board will assure that services to significant populations are provided through the Job Center system using existing partnership agreements and services structures. The significant populations include dislocated workers, displaced homemakers, low-income individuals, including recipients of public assistance, individuals training for non-traditional employment, individuals with multiple barriers (including older workers and individuals with disabilities) and veterans. Title I funds will be utilized to leverage service gaps where existing programs and/or services are not available for service provision.

Although the Board is not targeting specific population segments, it will continue to utilize the Job Center General Information Form (GIF) in order to track service contacts made and analyze this data in relation to the significant service populations that data portrays. It should be noted that this tracking does not target services. Instead, it is used to ensure that the needs of the broad spectrum of the population are being met and to assist in the identification of potential future targeting needs. In addition, the Board will analyze service data to ensure that significant populations are indeed being served adequately and may institute service priorities if deficiencies are identified.

- b. Address what service strategies (e.g., infrastructure relationships with Benefits Planners, service delivery with Disability Navigators, etc.) will improve meeting needs for customers with disabilities.

The Department of Vocational Rehabilitation (DVR) has been and continues to be a significant partner in the Southwest Job Center System. DVR has coordinated trainings and invited partner agency staff, as well as having their staff participating on various Job Center committees and activities. Additionally the Disability Navigator has fostered collaboration with the Social Security Offices, Benefits Planners and community organizations targeting services to the disabled population. These partnerships have proven successful in coordinating the delivery of services as well as increasing the frequency of communication.

5. DWD's research shows that WIA in Wisconsin serves a much larger proportion of women than men, yet women consistently earn less than men after exiting WIA in all WDAs. Identify any service strategies that the WDB is undertaking or is planning to undertake to treat women as a targeted population and focus more effort on assisting women to obtain higher paying and equitable jobs.

SWWDB has not identified or implemented any strategies to treat women as a targeted population.

6. Describe WDB policies and procedures to support UI Profiling activities.

Job Service coordinates and delivers the UI Profiling services throughout the six county WDA. Currently Job Services is also the Program Operator for the Adult and Older Youth Programs in all six counties and the Dislocated Worker Program Operator in the 5 rural counties of the WDA. This increases the coordination of the UI Profiling services with WIA services. Additionally, both programs fund many of the Job Service staff. While no policy is currently in place the intent and expected outcomes of both programs

are aligned.

7. Describe the methods that have been developed to respond expeditiously to plant closings and layoffs. These methods are to address coordination with statewide rapid response activities as well as when statewide rapid response staff are not involved.

The Board will utilize the existing process and procedures, which have been established for dislocations and subsequent Rapid Response activities. Partner agency roles and responsibilities are well defined and have been held up as an exemplary model by the Department of Workforce Development. That process is as follows:

Utilizing the Job Centers as the system of delivery, after state or company announces a closing of lay-off the Rapid response Coordinator will call together the Rapid Response Team. The Rapid Response Team consists of the SWWDB's Rapid Response Coordinator, contracted dislocated worker staff, designated Job Service staff, technical college staff/or other institutional educational staff, unemployment insurance state staff, labor union if appropriate, social/human service representatives, local economic development staff, community service agencies, and if appropriate, banker/financial institution representatives. Company and State Rapid Response representatives are also included in this team effort. If the dislocation covers another state(s), the appropriate staff (in positions akin to those noted above) will be notified and included in the planning process.

The team's major objective is to discuss ways to provide help and assistance to the dislocated workers in a manner that will accommodate company officials' and workers' availability and time frame for dislocation. This committee is in place for every county within the WDA and team members are already aware of and skilled in carrying out their respective charges and responsibilities. If the size of the dislocation is such that local WIA funds are not sufficient, the Board will request additional funds from the State's Special Response Grant and/or DOL's Dislocated Discretionary Fund.

**B. Title I Core Services**

*Sec. 134(d)(2) of WIA Title I lists the following core services as allowable under the Act:*

- *Eligibility determination*
- *Outreach and intake*
- *Initial assessment of skill levels, aptitudes, abilities, and supportive service needs*
- *Job search and placement assistance*
- *Access to Labor Market Information*
- *Information on program providers*
- *Information on One-Stop system performance*
- *Information on available supportive services*
- *Follow-up services*
- *Information on filing unemployment compensation claims*
- *Assisting in establishing eligibility for employment and training programs not funded under WIA*

1. Describe core services that will be provided in addition to those above.

At time of submission, the Board does not anticipate that Title I funds will be utilized for the provision of direct services beyond those described in Sec. 134(d)(2) of WIA Title I.

2. Describe the WDB's design for Title I core services and how they fit with Wagner-Peyser Labor Exchange Services. (The Regulations ask for a description that shows these two sources of funds are not duplicative.)

It is the Board's position that the foundation of universal or basic core services to Job Seekers and Employers within the Job Centers relies heavily on the self-help and staff-assisted services and systems available through the state's Labor Exchange as legislated in the Wagner-Peyser Act. In order to avoid duplication of these services as required by the Act, applicable core services funded under WIA will be those services that enhance, support or are in addition to existing Labor Exchange services.

3. Describe the WDB's policy for supportive services, and provide a copy of the policy as an attachment. (WIA defines supportive services to mean such things as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under Title I.)

The Board recognizes the need to provide programs participants with assistance that allows them to effectively take advantage of available services. The Board's policy for supportive services is Attachment E.

#### C. Intensive Services

*Intensive services are services intended to identify obstacles to employment through a comprehensive assessment or individual employment plan in order to determine specific services needed.*

*Sec. 134(d)(3) of WIA Title I lists the following intensive as allowable under the Act:*

- *Comprehensive and specialized assessments*
  - *Development of an individual employment plan*
  - *Group and individual counseling*
  - *Career planning*
  - *Case management*
  - *Pre-vocational services*
1. Describe any intensive services that will be provided in addition to those identified above.

At time of submission, the Board does not anticipate that Title I funds will be utilized for the provision of direct services beyond those described in Sec. 134(d)(3) of WIA Title I.

2. Provide the WDB's definition of "self-sufficiency." (Self-sufficiency is a local assessment using LMI and other regional area issues.)

The Board defines an individual as being self sufficient when they:

- Have household income above 200% of federal poverty level
  - Have access to affordable and quality health services for self and family
  - Are sufficiently aware and capable of accessing the wide range of helping services available to the public
  - Are not dependent on others in order to sustain a good quality of life for self and family
3. Describe how these services will be coordinated across programs/partners in the One-

Stop Centers, including Vocational Rehabilitation, W-2 and Adult Education. Coordination of these areas is important to improving services to customers as well as reducing redundancy and increasing efficiencies.

At the time of plan submission, services described in Section VI. C. 1 will be provided within the parameters of specific contract and existing MOU language, which will include the following required elements:

- All Title I intensive Services must be provided through the Southwest Job Center system and must be provided in a manner that supports and enhances the integration and coordination of Job Center services;
- All staff funded under Title I Intensive Services must be physically housed at a Southwest Job Center;
- WIA contracted service providers will deliver Intensive service through the Southwest Job Centers. Service to be provided will include all described in Section VI. C. 1. Individuals referred from the Core Services and who are eligible for Intensive services will be assigned a case manager who will provide services as stated above. Once the referred participant is determined eligible and assessed an Individual Employment Plan (IEP) will be developed and referral for services may be made, to workshops, for assessment testing and/or to the Technical College for vocational exploration. The Southwest Job Center system is fortunate to have Blackhawk and Southwest Technical Colleges as partners in the system to provide services at the Intensive Service level of service allowing an extensive counseling, testing and career exploration services to be offered to Job Center WIA eligible customers. Case managers are equipped to develop a more complete Objective Assessment and the process increases the quality level of the Individual Employment Plan.

**D. Training Services**

*WIA Training Services should equip individuals to enter the workforce, with priority on demand industries and occupations, and to retain employment with family-supporting wages.*

1. Of the amount the WDB has allocated for training, identify the percentage of training funds earmarked for Individual Training Accounts (ITA), On-the-Job Training (OJT), and customized training.

SWWDB has identified 23% of the Dislocated Worker allocation and 18% of the Adult allocation for training services. All of these resources are to be used for ITA or OJT services. SWWDB has additionally, earmarked 9% of the Dislocated Worker Core and Intensive funds to be with held for any un-expected dislocation activities, which may require additional staffing. If no activities develop which may justify the expenditure of these funds, the WDB recommended utilizing these funds for potential customized training initiatives. To date no additional staffing requests have been made and no customized training activities have been developed.

2. Describe the WDB's policy for its ITA system including limits on duration and amount.

The objective of the ITA/Eligible Provider system in Southwest is the intent of WIA, which envisions a market-like environment for adult worker re-training. ITAs will support a more empowered customer and add to the universal access goals of the One-Stop system.

In order to meet the goals in Southwest, ITAs should be primarily targeted towards training in occupations that the SWWDB has identified as providing current or projected opportunities, to be referred from now on as “demand occupations.” To ensure successful performance, monitoring and approval of training and the actual payment of training vouchers will be done by the SWWDB in its One-Stop Operator/Program Management and WIA administrative roles.

There are two components to this system. They are the eligible provider process and list which was developed and implemented by the State, and the Payment Authorization System (PAS), which was developed and implemented by SWWDB. The following outlines how these two components interact. It is envisioned that this PAS will be modified as we gain experience.

#### Eligible Providers Solicitation

- Per the policy and implementation process developed by the state, the SWWDB will solicit applications from interested training providers.
- SWWDB abides by the State ‘s policy and process for receiving, approving and forwarding new training applications to the State for inclusion on the State’s Eligible Training Provider (ETP) list.

#### Individual Training Accounts (ITAs) Allocation

- The Board has allocated 17% of the Out of School Youth, 18% of the Adult and 23% of the Dislocated Worker Program funds for training.

#### Use of ITAs

- ITAs will be issued to specific eligible training providers for a specific program for the costs of tuition, books and supplies.
- Training services will be provided only after an individual has been unsuccessful in securing employment after participating in Core Services and Intensive Services; the individual’s IEP indicates that training is appropriate, and the individual has been determined eligible for training. All information must be documented by the Title I service provide.
- ITAs should be used to identify funds for training in occupations that have been determined by the SWWDB to be demand occupations in the commuting area of the individual seeking training. (see Approval Process below)

#### Length and Cost of ITAs

- ITAs will be available in two categories; short and long-term training, with an emphasis on short term training to meet immediate labor market needs.
- Short-term training would including training costs up to \$500 and/or shorter than six weeks in duration. Training courses must provide a marketable skill needed to obtain employment and lead to a diploma or certificate.
- Long-term training would include costs more than \$500 and/or is longer than six weeks in duration. Training must provide a diploma or certificate upon completion.
- SWWDB plans on a maximum cost of \$4500 per training level participant.
- The length of training will vary based on the training program selected, individual circumstances, and funding availability.

#### Approval Process

- Approval of ITAs will be a negotiation process between the individual (with the individual fully aware of the training institutions available for training) and the program operator/case manager utilizing the PAS or by approval by the SWWDB WIA Program Manager.
- If an ITA is sought that is for an occupation that the SWWDB has determined to be a demand occupation and the training provider is on the state and local list of eligible training providers, a decision can be made by the Title I program operator to develop an ITA (obligate funds for training) in the PAS.
- The PAS will allow case managers to develop an ITA to obligate funds for training and issue vouchers if all above requirements have been met.
- If an ITA is sought for an occupation that is not on the SWWDB determined list of demand occupations, a request for approval must be submitted to the SWWDB WIA Program Manager and a determination will be made based on available labor market information and documentation provided by the Title I program operator and the individual seeking training. Detailed justification must be provided as to why training should be approved if not for a demand occupation.

#### ITA Establishment

- The PAS is the tool utilized to develop an ITA and issue vouchers for payment. Once a voucher is issued the appropriate signatures must be obtained before any voucher will be honored.
  - Participants on a monthly basis must complete the time and attendance form.
3. Describe the WDB's intent to use exceptions (contracts) instead of or in conjunction with the ITA system. Address the following issues as applicable.

- a. Describe the WDB's policies for OJT and Customized Training opportunities including the length and amount.

The Board intends to include limited exceptions (contracts) instead of or in conjunction with vouchers when individual needs warrant. Existing policies for Work Experience, OJT and Customized Training will be utilized, which include limitations on length and amount of expenditure. The Board anticipates that these services will be provided in coordination with services available to individuals through other Job Center partner programs.

- b. If a determination was made that there is an insufficient number of eligible providers, describe how this determination was made and the process to be used in selecting providers under a contract for services.

The Board has determined that a sufficient number of eligible training providers exist in the Southwest Wisconsin WDA.

- c. If the WDB intends to serve special participant populations that face multiple barriers to employment, describe the criteria to be used to determine the demonstrated effectiveness of community-based organizations or other private organizations that serve these populations.

The Board does not intend to target special populations as a criterion for service receipt and will utilize eligibility criteria and individual employment plans as the basis to

determine individual need for service.

4. Describe the Local Board policies for the following and provide copies as an attachment:

- a. WDBs are given flexibility to decide the documentation they wish to use to justify a participant's "need for training." Describe the documentation required to demonstrate a "need for training."

The Board identifies an individual as being in need of training when the following criteria apply:

- Is registered and determined eligible as a registrant/participant;
- Is unable to obtain or retain suitable employment through Core and/or Intensive Services;
- Is determined by WIA service provider, after completion of assessment, to be in need of training and to have the skills and qualifications to successfully participate;
- Selects a program of Training services directly linked to employment opportunities in the local area or in another area in which the individual is willing to relocate;
- Is unable to obtain other or sufficient grant assistance, including Pell; and
- Is a member of a priority group if funds are determined to be limited by the Board.

b. Needs Related Payments

There will be no Needs Related Payment in the WDB. Only support service funding will be provided.

E. Youth Program

*The U.S. Employment and Training Association, in collaboration with the U.S. Departments of Education, Health and Human Services, and Justice has developed a new strategic vision to more effectively serve out-of-school youth and those at risk of dropping out. These youth are an important part of the new workforce supply needed by businesses to fill vacancies in a knowledge-based economy.*

*WIA programs and services should serve as a catalyst to connect these youth, as well as other high risk youth (youth in or aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farmworker youth), with quality secondary and post-secondary educational opportunities and high-growth and other employment opportunities. WIA expects a comprehensive strategy of services to youth that includes multiple partners and strong connections to and integration into the Job Center System.*

1. Describe the framework for the local youth program, including:

- a. How it will be integrated into the one-stop system.

Efforts to integrate youth into the one-stop design for services available through our job centers especially in regard to seeking a job and the connection with the employer community continue. This effort has been visible through in-school youth visiting the job centers with their respective high school classes for tours of what's available in our job centers for career exploration for job hunting or demonstrations on how to find a job, resume writing and/or the correct way to fill out applications. In addition, job center staff make regular visits to schools to present what's available in the job centers for them to be more familiar with our services. An additional requirement of the In-School service providers was for a visit/fieldtrip to the Job Center for an orientation workshop. This type of student contact will hopefully make the youth want to visit our job centers because they then will be aware of our services they will need in order to find a job. The out-of-

school youth population is encouraged to visit the job centers to seek out employment after finishing a skill-training course or other types of employment services.

- b. How this design will coordinate with other youth programs such as foster care, education, school-to-work, youth apprenticeship programs, Temporary Assistance for Needy Families youth programs and other relevant youth resources.

The In-School service providers are involved in a variety of youth instruction related positions. These positions range for members of School Boards to guidance counselors to classroom instructors. Many of these individuals are involved in other various project such as School-To-Work (STW) and apprenticeship programming. This in addition to the Youth Council members is increasing the number and range of youth who will become involved in Job Center activities. Both of our In-School Youth service providers are represented on the Youth Council. Job Corps is not present in the Southwest WDA.

- c. How this design will ensure coordination between other WIA Title I youth programs such as Job Corps, and others in the local area.

The Board continues to work to increase its linkages with local school districts and increase the visibility and accessibility of Job Center services to area youth. The Job Centers offer a wide range of services that are not delivered through eligibility determination and are appropriate for individuals of all ages. In addition, the Board's efforts in using technology and local community access to services through libraries and other means will serve to improve access to youth. WIA Service Providers will provide referrals to youth in efforts to connect youth with previously untapped services.

- d. How this framework will ensure that youth who are not eligible for WIA have access to youth services within the Job Center system

The Southwest Job Centers utilize a General Information Form (GIF) in order to collect basic data on Job Seekers and provide appropriate referrals based on identified needs. The GIF is used to track service contacts made at the Job Centers as well as out in the community. It should be noted that this tracking does not target services. Instead, it is used to ensure that the needs of the broad spectrum of the population are being met and to assist in the identification of potential future targeting needs. This format allows for consistent access and referral to and from Job Center Partner agencies and Community organizations.

- 2. Describe how the WDA will, in general, provide the youth program elements within the youth program design. In particular, discuss the following:

- *Preparation for post-secondary educational opportunities*
- *Strong linkages between academic and occupational learning*
- *Preparation for unsubsidized employment opportunities*
- *Effective linkages with intermediaries with strong employer connections*
- *Alternative secondary school services*
- *Summer employment opportunities*
- *Paid and unpaid work experiences*
- *Occupation skill training*
- *Leadership development opportunities*
- *Comprehensive guidance and counseling*
- *Supportive services*
- *Follow-up services*

The following are the youth program elements for the Southwest WI youth program:

- Tutoring, study skills training, and instruction leading to completion of secondary school – For WIA Youth a goal is the preparation of youth for post-secondary educational opportunities. For the in-school youth progress towards graduation through the WIA programming will occur by enhancing the participant's level of basic skills. Increasing those basic skills will positively influence to other academic areas and the students overall grades leading toward graduation. In-school youth also have the benefit of school-to-work coordinators, guidance counselors, and WIA coordinators all located in the schools. This provides a comprehensive source of assistance for the students benefit from a variety of sources. For the out-of-school youth a primary goal is achievement of a GED/HSED if necessary. Resources are available to disseminate information regarding the Labor Market, projected earnings and eligibility requirements for education.
- Alternative secondary school services – It is anticipated that the WIA youth programs will collaborate with local alternative schools throughout the WDA. Alternative schools will be a source of referrals for WIA programs. The primary focus for alternative school participants will be similar to the in-school programming. The emphasis will be placed on graduation and preparation for post-secondary education opportunities.
- Summer Employment opportunities – The summer employment portion of the WIA youth program will directly link academics and employment. Youth will participate in a paid work experience in a public or private non-profit worksite. Worksites will be assigned based upon, youth's interests, abilities and past work experiences. Worksite supervisors will be assigned based upon their ability to act as a role model, provide guidance and demonstrate leadership abilities to provide an image consistent with the WIA youth program's goals and objectives. Youth will participate in a day of group activities and programming at the local Job Center. Through the in-school program the connection is made through work experiences and academic lessons on the work site. Many of the work sites are outside the school setting and in the communities, which increases the youth's exposure to various career opportunities and gains community attention. The WIA programming allows participants the opportunity to develop skills prior to employment through competency testing.
- Paid and un-paid work experiences, including internships and job shadowing – WIA youth will have the opportunity to participate in paid and un-paid work experiences, as appropriate. Opportunities may include job shadowing and/or internships. Experiences will be similar to those of the summer portion of the WIA youth programming. Private sector businesses may be used for job shadowing sites.
- Occupational skills training – Occupational skills training will be available through the local technical colleges or other approved training vendors, as appropriate. Out-of-school youth will be the primary population to utilize the occupation skills training component. Training to be provided will be in demand growth occupations.
- Leadership development opportunities – Leadership development opportunities will be available through WIA youth programming, as appropriate. Youth

participating in the program will have opportunities to take active leadership roles in-group activities and on worksites. Collaboration with existing community youth programs will be encouraged throughout the WDA to provide youth an opportunity to use, strengthen and develop leadership skills.

- Supportive services – Supportive services will be provided to WIA youth participants either through direct assistance, in-kind or by arrangement with another human services agency. Supportive services will be arranged only when necessary to enable participants to successfully complete participation in the WIA program. Supportive services may include child-care, transportation assistance, counseling or financial/legal counseling etc.
- Adult mentoring – Youth participating in WIA programming will continually be involved with adults acting in a mentoring capacity. Worksite supervisors are selected based upon their ability to provide participants with a positive adult image. Additionally, school-to-work coordinators, guidance counselors and WIA coordinators all will be active mentors to participating youth. This will provide a continual mentoring environment while provide a variety of positive influences.
- Follow-up services for not less than 12 months – WIA follow-up services will be available for no less than 12 months after program completion and will be provided as appropriate. Program operator case managers will be responsible for providing follow-up services.
- Comprehensive guidance and counseling – The WIA in-school program will be working with school guidance counselors; school-to-work coordinators and teachers to assist participating youth explore possible career paths. This connection may be the most crucial element of the WIA youth program. Assisting youth to learn and utilize existing resources to identify training elements necessary for employment and identifying a career goal. The WIA out-of-school youth will have access to various counseling resources available at the local Job Center. A technical college career counselor will also be available to participants of the WIA program. Within the Job Centers there are a variety of agencies, computer programs and staff willing and able to assist in counseling or providing a referral to the appropriate organization to address the issue.

### **3. Youth Definitions**

- a. Provide your local definition of the sixth youth eligibility criterion – "An individual who requires additional assistance to complete an educational program, or to secure and hold employment." The locally developed eligibility criterion must be specific, measurable, and different than the five federally specified barriers/criteria (basic literacy skills deficient; school dropout; homeless, runaway or foster child; pregnant or parenting; offender)

SWWDB believes that employability skills are essential for youth to be successful in the workforce. Employers must establish the criteria for employability skills to be valued. The Wisconsin Department of Public Instruction (DPI) has developed an Employability Skills Certificate Program, which is an assessment tool that evaluates a youth's mastery of employability skills. The employability skills in this program have been identified through the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) in partnership with educators, business, industry and labor

representatives. Local school-supervised work-based learning programs are using this program because it does provide employer focused employability skills.

SWWDB establishes that *“Employability Skills Deficiency”* shall be the sixth eligibility criteria used to determine youth eligibility for WIA funded services. A youth's *“Employability Skills Deficiency”* as measured by the DPI Employability Skills Certificate Program assessment process.

- b. Provide your local definition of "deficient in basic literacy skills" criterion.

Youth participants will be declared deficient in basic literacy skills if he/she is deficient in or below 8.9-grade level in either reading or math.

- 4. The proposed WIA reauthorization law is placing an increased focus on serving out-of-school youth rather than in-school youth. Describe the process you will use to target services toward out-of-school youth.

The WIA service Providers for the Adult and Dislocated Worker (only in the 5 counties in SW) population will service the Out-of-School Youth also. The Out-of-School Youth will receive the same services as the adults and follow a similar flow of services as described in Section VII. A. 2. a. Funding has also been allocated for youth to attend Training services.

Occupational Skill training will be the program component utilized for this youth group. 17% of the youth funds will be allocated for services at a certified training institution

- 5. Describe how the WDB will target and serve youth most in need of services such as youth aging out of foster care, youth offenders, and others as listed above.

The In-School service providers are involved in a variety of youth instruction related positions. The Youth Council is a great networking source for referrals as well as identifying community agencies who may serve these targeted populations. The Youth Council representation range from a local Sheriff to Independent Living Program Coordinators to classroom instructors. Many of these individuals are involved in other various project such as School-To-Work (STW) and apprenticeship programming. This in addition to the out reach conducted by the Out-of School Youth and various Job Center staff and encompasses a significant portion of the various programs, agencies, groups and individuals working with youth in need of services.

- 6. Describe the criteria and process to be used in awarding grants for youth activities, including criteria to identify effective and ineffective youth activities and providers.

We will utilize a comprehensive rating sheet for rating youth proposals, which will include a demonstrative effective approach in awarding contracts to youth providers. This will consist of a review of an applicant's past performance in a WIA or similar program. If the applicant has no demonstrable effectiveness in operating a similar type program, an adjustment can be made to the score through narrative provided by the applicant explaining their effectiveness in the operation of similar type programs. Included in the rating score will be costs, if budget expenditures are reasonable, program design feasibility based on need, and if required program components were included.

**F. New Service Delivery Strategies for WDAs Failing Performance Measures**

*As required by WIA, WDBs that have failed the same performance measure for more than one year must highlight any new or innovative service delivery strategies the WDB has engaged in or is planning to implement to maximize*

*resources, increase service levels, improve service quality, achieve better integration, improve performance levels, or meet other goals. Include in your description the initiative's general design, anticipated outcomes, partners involved, and funds leveraged.*

In Program Year 2003 Southwest was able to exceed all 17 established WIA performance measures for our area. No corrective action has been identified. Minor adjustments to program service delivery will continue as part of our continuous quality improvement process.

**G. Strategies for Faith-based and Community Organizations**

1. Describe those activities to be undertaken to increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system.

Board staff is involved in a variety of community based organizations, committees and groups. The intent of the staffs' involvement in these groups increases community awareness of Job Center services and increase partnership. Community outreach activities are also a role of the WIA Service Providers. Both of these efforts have proven successful to identify and educate potentially WIA eligible individuals and other community service providers of available services at the Job Centers.

2. Describe those activities to be undertaken to expand the access of faith-based and community organizations' clients and customers to the services offered by the One-Stops in the State.

As identified in Section VI.G.1., Board staff and WIA Services Providers' participation in various community groups will continue with the intent to continue to foster collaboration with the faith based and community based organizations.

## **VII. Service Providers and Oversight**

**A. Selection of Service Providers**

1. Describe the process the WDB will use to select service providers for the following types of services – Core, Intensive and Youth Services:

The Board utilized a competitive process for selection of the WIA Core and Intensive service providers. A Request for Proposals (RFP) was issued on March 5, 2004 for parties interested in contracting for WIA program services. WIA programs were separated into the following contracts; In-School/Younger Youth, Out-of-School/Older Youth, Adult and Dislocated Worker. Proposals were to be submitted for Core and Intensive levels of service. A Committee of the Board reviewed, rated and scored the proposals submitted. The group then convened to discuss and determine funding recommendations to the Program Evaluations Committee for recommendations to the Board. The recommendations from the Committee were made and presented to the Board for approval. The Board, at the June 9, 2004 meeting, approved the recommendations from the Committee and contracts were initiated accordingly. The current provider for Core and Intensive Services for the Adult, Dislocated Worker, and Out of School Youth populations is Southwest Wisconsin Job Service for Grant, Green, Iowa, Lafayette and Richland Counties. In Rock County Job Service provides Core and Intensive Services for Adults and Out of School Youth while, the AFL-CIO LETC provides Core and Intensive Services for Dislocated Workers. In-School Youth program operators include CESA #3 for Grant, Iowa, Lafayette and Richland counties and CESA #2 for Rock and Green counties.

The process outlined above will be repeated every two years to ensure contract integrity. This process will begin again in March of 2006.

2. Describe how and where the services will be provided and who will provide them for the following types of services:

- a. Core and Intensive services

All service providers will provide staff in the Southwest Job Centers in the Resource Room. Core Services will start upon entry into the Job Center where partner and WIA staff provide Job Center services through “self-help” information or through individual and/or group presentations. All services described in Section VI.B.1. will be available to all Job Center customers. Individuals who are identified as needing additional assistance (after seeking a job after Core Services were provided) will then be referred to a WIA case manager for Intensive Services. If the WIA Service Provider cannot provide services needed a referral will be made to the appropriate resource and the referral will be documented.

Services described in Section VI.B.1. will be provided within the parameters of specific contract and MOU language that will include the following required elements:

- All Title I Core Services must be provided through the Southwest Job Center system and must be provided in a manner that supports and enhances the integration and coordination of Job Center services;
- All staff funded under Title I Core and Intensive Services must be physically housed at a Southwest Job Center;
- Title I Core Services shall not duplicate the Labor Exchange services as legislated in the Wagner-Peyser Act;

- b. Youth services

Youth service providers are described in Sections VII.A.1. The Older Youth/ Out-of-School Youth services are Job Service in all six counties and provide services to youth through the Job Centers. The Younger Youth/ In-School Youth services are provided by CESA #2 (Rock and Green Counties) and CESA #3 (Grant, Iowa, Lafayette and Richland Counties). Both of the CESA organizations coordinate with school districts in their respective areas to coordinate staff to deliver services in each of the applicable schools.

3. Provide an organizational chart showing staff and administration of all service providers for the following types of services – Core, Intensive and Youth Services:

Please see Attachment F.

## B. Oversight and Training of Service Providers

1. Describe the monitoring and oversight procedures the WDB uses.

The SWWDB takes a multifaceted approach to monitoring and evaluation that includes but is not limited to desk reviews, on-site visits, self-assessment by program operators, appropriate follow-up, and a corrective action plan if warranted.

- Desk Reviews – Management staff will review the ASSET (Automated System

Support for Employment, and Training) System, Client Assistance for Reemployment and Economic Support (CARES), and fiscal information through the PAS (Payment Authorization System) for all SWWDB operated programs and contracted activities. All program operators receive a copy of the monthly performance report for their respective program(s). Desk reviews compare year-to-date performance on a number of key variables including but not limited to:

- ◆ DOL/DWD Performance Standards
  - ◆ Plan versus actual enrollments, exits, credentials, skill attainments and placements
  - ◆ Progress toward achievement of goals and objectives
  - ◆ Plan versus actual expenditures
- On-site reviews – Reviews beginning at the mid-point of the program year, with a targeted completion by the end of the third quarter. Any findings that require attention will be reported to the program operators at the time of the on-site monitoring visit.
  - Self-Assessments – Program Operators are required to submit monthly progress reports to SWWDB staff. These reports are to provide a summary of monthly performance activities as well as provide an opportunity for Program Operators to communicate any successful practices, special initiatives or problem areas.

A formal monitoring report will be sent to grantees within thirty (30) days of the actual review. Program Operators are then required to respond to monitoring issues identified within thirty (30) days. Once program operator's response reports are reviewed for completions the monitoring reports are reviewed by the Program Operations Committee. The Program Operations Committee then has an opportunity to request further clarification on any issues deemed necessary. If no further action is required reports are then accepted by the Committee and presented to the full Workforce Development Board.

2. Describe how staff providing services are trained in use of the ASSET system and the WIA program.

At the beginning of each program year Board staff coordinate a meeting with all Program Operators to review program delivery procedures including ASSET reporting issues. Board staff has coordinated with State staff to attend and provide overviews of ASSET screens, changes, and enhancements.

Board staff also participates on the ASSET Users Group and communicate enhancements to Program Operators for dissemination to their staff.

SWWDB has also directed all program operators to subscribe to the Wisline e-mail news line for ASSET changes.

3. Describe local processes for monitoring and ensuring timely and comprehensive entry of participant information into the ASSET system.

As described in Section VII.B.1. SWWDB required program operators to submit monthly performance reports on programmatic activity. SWWDB staff also spot checks ASSET participant reporting for compliance with identified reporting requirements.

4. Describe any local data systems in use to record and track participants.

Program Operators maintain several local logs to track participant caseloads, progress and outcomes. SWWDB utilizes the monthly performance reports identified in Section VII.B.1. To populate a local contractual performance reporting system.

## **VIII. Performance and Accountability**

*Increased performance accountability is a central feature of WIA and remains a strategic priority for the DOL. DOL has developed a set of performance measures for federally funded employment and training programs. These measures are intended to help describe the core purposes of the workforce system: how many people found jobs; how many stayed employed; and earnings increase.*

*It is DOL's intent to begin data collection in support of these performance measures to the extent feasible effective July 1, 2005, for Program Year 2005. DOL will be publishing proposed reporting and recordkeeping requirements for the measures in a future Federal Register Notice.*

*WIA requires the negotiation of core performance indicators for WIA Title I services for adults, dislocated workers, youth aged 19 - 21 and youth aged 14 - 18. DWD will negotiate local performance levels with each WDB and state levels with the DOL. The negotiations between DWD and DOL will impact local performance levels. Resources to assist in determining local performance levels are available on the DWD/WIA website.*

- A. If the WDB has developed performance standards, in addition to those required by WIA, what criteria were used to develop these local area performance standards? Describe how these standards will be evaluated and corrective actions that will be taken if the performance falls short of expectations.

SWWDB has not established any additional performance standards.

- B. Describe the local area continuous improvement activities and how performance data will contribute to this process.

SWWDB has continued to focus initiatives to increase programmatic performance each year. In Program Year 2003 the SWWDB was able to achieve an unachieved level of success by exceeding all 17 WIA performance measures. Data continues to be collected and reviewed by staff, one-stop partners and committees of the Board. The Board is currently involved in an intensive evaluation of our service delivery structure with the intent to redesign a system, which will improve our accessibility, efficiency, outcomes, and partnerships. Data is being collected from all one-stop partners, by locations, on funding history, participants served, staffing levels. Job Center traffic, programmatic performance and employer usage is also being collected.

- C. Provide a detailed description on how you are focusing your follow-up services to emphasize retention strategies, or how you have changed or plan to change your program services that are provided during program participation to ensure retention success before participants exit the program and become harder to reach.

The WIA program has shifted form previous years and has attempted to focus more staff time and effort on providing services to those who have entered employment to assist in the retention. The Board implemented a programmatic requirement to increase the frequency of contacts with participants after entering employment. As the Board is reviewing the service delivery structure efforts to coordinate follow-up activities and procedures across partner programs will be investigated.

## IX. Assurances and Signatures

1. The WDB, including the chief elected official of the area and providers receiving funds under Title I of the Workforce Investment Act, will comply with the Fiscal Controls established in Section 184 of WIA.
2. The WDB and chief elected official assure that they will comply with the nondiscrimination provisions of WIA section 188, including an assurance that a Methods of Administration has been developed and implemented.
3. The WDB assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of WIA section 188.
4. The WDB assures that veterans will be afforded employment and training activities authorized in section 134 of WIA.
5. The WDB assures that all WIA participants will be exposed to full range of career choices including orienting and exposing women to training and jobs with family-supporting wages that traditionally women have not held.
6. The WDB assures that no funds received under WIA will be used to assist, promote, or deter union organizing.
7. The WDB assures that it will comply with section 504 of the Rehabilitation Act of 1973 and the American's with Disabilities Act of 1990.
8. The WDB assures that it developed this plan in consultation with the business community, labor organizations, and required partners.
9. The WDB assures that funds will be spent in accordance with WIA legislation, regulations, written DOL Guidance, and all other applicable federal and state laws.

NOTE: Signatures are also required on the Certifications in the Forms c and d.

This plan has been developed for the Southwest Wisconsin Workforce Development Area in accordance with the terms of the Workforce Investment Act.

### Approved for the Workforce Development Board

#### Southwest Wisconsin Workforce Development Board Chair

Name (Type or Print): Scott Stocker

Title: Chairperson, Southwest Wisconsin Workforce Development Board

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Approved for the Counties of the Workforce Development Area

#### Chief Local Elected Official

Name (Type or Print): Tom Daly

Title: Chairperson, Green County Board of Supervisors & Chief Local Elected Official

Signature: \_\_\_\_\_ Date: \_\_\_\_\_